

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
The Kindergarten data from the 2024-2025 school year demonstrates a marked improvement in early literacy outcomes, with significant gains in the number of students performing at or above benchmark levels. The implementation of ECRI in Kindergarten appears to be a key driver of this growth, reflecting a strong alignment between instructional practices and our school's mission to provide high-quality, evidence-based learning experiences for all students.	The success of ECRI in Kindergarten demonstrates that structured, evidence-based instruction leads to measurable improvements in literacy outcomes. Scaling ECRI practices across grades 1–2 and integrating its data-driven routines into upper grades can strengthen Tier 1 ELA instruction and close subgroup gaps. Early wins in Kindergarten also serve as a foundation for long-term growth, reinforcing the importance of consistency in curriculum fidelity and professional development across all grade levels. These practices can also inform math instruction by modeling how fidelity to evidence-based core programs can drive growth when paired with targeted intervention.
Attendance: The PA Index shows a positive rebound, climbing from 51.0% in 2021–2022 to 64.0% in 2023–2024, demonstrating consistent improvement over the past two years. Subgroup performance highlights strong outcomes, with Economically Disadvantaged students (64.9%), Black students (63.1%), Students with Disabilities (60.3%), and the Combined Ethnicity group (63.8%) all showing notable gains. These increases reflect targeted supports that are effectively narrowing gaps and ensuring that historically underserved populations are progressing at rates aligned with or above the overall index.	Improved attendance ensures that more students have consistent access to high-quality instruction, which directly supports efforts to reverse declines in both ELA and Math growth. The subgroup improvements in attendance provide a model for addressing equity gaps. Strategies that improved attendance (e.g., targeted supports, family engagement, and monitoring systems) can be mirrored in academic interventions to ensure historically underserved groups receive equitable opportunities to grow. Stronger attendance also enhances the school environment by creating a more predictable, supportive routine for students, which builds a sense of safety, belonging, and engagement.

Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	Collaborative planning provides the structure needed to align instruction across grade levels, ensuring that both ELA and Math instruction are coherent, evidence-based, and focused on accelerating growth for all students. Teams can use this structure to embed equity-driven strategies—such as subgroup progress monitoring and targeted scaffolding—into regular planning cycles. The collaborative process also contributes to a positive school climate by fostering shared ownership, teacher efficacy, and consistency in student experiences across classrooms.
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Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
ELA Growth: The PA Index data reflects a decline from a high of 100.0 in 2021–2022 to 58.0 in 2023–2024, signaling a need for renewed focus on sustaining performance. Subgroups such as Black students (56.0) and Economically Disadvantaged students (63.0) are performing below expectations, contributing to the overall decrease. While there was prior	The decline in ELA growth is primarily linked to inconsistent implementation of core instructional practices and intervention supports across grade levels. While strong outcomes were demonstrated in 2021–22, turnover in staff, shifting curricular priorities, and uneven use of data-driven practices have limited the ability to sustain gains. Subgroups such as Black students and Economically	Yes	If we strengthen the consistency and equity of ELA instruction by implementing aligned, evidence-based practices across all grade levels, ensuring targeted supports for subgroups, and building systems for ongoing progress monitoring, then all students—particularly historically underserved groups—will sustain growth and achieve at higher levels.

evidence of strong achievement, the recent downward trend highlights challenges with consistency, equity, and maintaining growth across student groups. These results point to the need for targeted supports to address persistent gaps and reverse the recent declines.	Disadvantaged students may not be receiving targeted supports at the frequency and intensity needed, contributing to persistent equity gaps. This suggests a need for systemic alignment in curriculum fidelity, professional development, and progress monitoring to ensure consistency and equity.		
Math Growth: The PA Index shows a downward shift from 75.0 in 2018–2020 to 64.0 in 2022–2024, indicating difficulty sustaining earlier levels of performance. Subgroups such as Black students (63.0) and Economically Disadvantaged students (62.0) are performing below the overall index, highlighting persistent equity gaps. While outcomes remain relatively stable, the lack of upward momentum signals a challenge in accelerating growth and ensuring that all student groups are achieving at higher levels. Focused interventions and consistent instructional	The plateau and decline in math growth is largely tied to gaps in instructional coherence and insufficient emphasis on conceptual understanding across grades. While procedures and computation may be addressed, limited emphasis on problem-solving, reasoning, and application has slowed progress in accelerating growth for all students. Subgroup disparities suggest that differentiated supports and scaffolds are not consistently embedded during core math instruction. Additionally, fluctuations in staff expertise and confidence with math pedagogy have hindered sustained improvement.	Yes	If we establish coherent, standards-aligned math instruction that emphasizes conceptual understanding, problem-solving, and application, and embed differentiated supports with data-informed interventions, then we will accelerate growth for all student groups and close persistent equity gaps.

supports will be needed to reverse the decline and close subgroup gaps.	Strengthening Tier 1 math instruction and intervention alignment is critical to reverse the trend.		
Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically *	The challenge in fully promoting and sustaining a positive school environment is rooted in inconsistent implementation of schoolwide social-emotional learning (SEL) practices, behavior expectations, and restorative supports. Frequent staff turnover and competing academic priorities have led to variations in how expectations are taught, reinforced, and supported across classrooms and grade levels. As a result, some students—particularly those with higher social-emotional needs—do not consistently feel safe, supported, or connected. This inconsistency impacts school climate and hinders efforts to create a cohesive, inclusive environment where all members thrive.	Yes	If we develop consistent systems for social-emotional learning, behavior expectations, and restorative practices that foster a safe, inclusive, and supportive culture, then students and staff will feel welcomed, valued, and able to thrive academically and socially, leading to improved engagement and growth in attendance.